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ABSTRACT

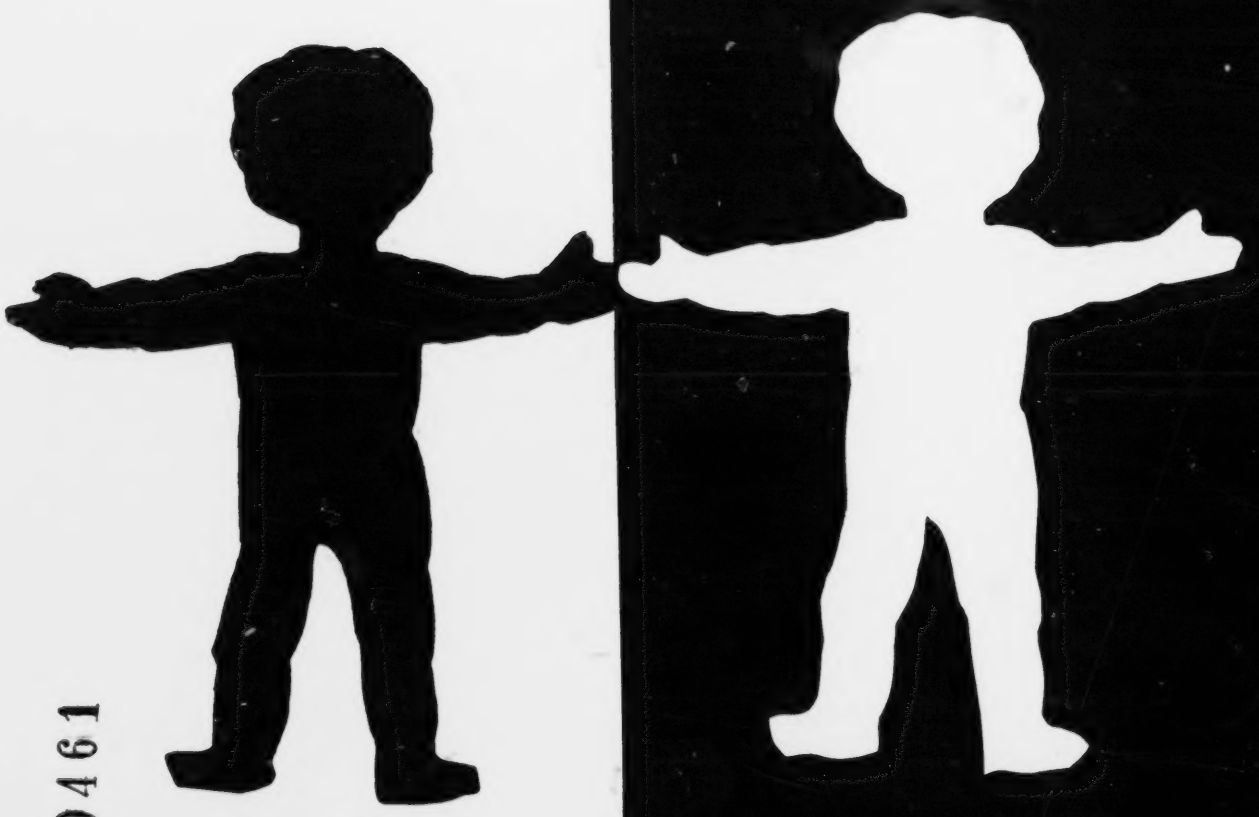
Developed during a summer 1968 inservice training program which focused on assisting educators of Evanston, Illinois School District 65 to develop some common understandings about crucial integration issues, this set of instructional materials on "Media and Prejudice" forms one of a series of "Unipacs" for the teacher. The specific purpose of this Unipac is to reduce prejudice between blacks and whites. In common with Resource Manuals and Unipacs for the student that were developed at this summer institute, the teacher Unipac series utilizes a "Main Concept," "Sub-Concepts," "Behavioral Objectives," and "Activities." In addition, there is a pre-test and a post-test to evaluate understandings before and after use of the Unipacs. The teacher Unipacs provide him or her with the necessary information to help each child work independently with his or her self teaching student Unipac unit. Specific suggestions for using Unipacs are also provided. For other teacher Unipacs, see UD 010 462 and UD 010 463. For the Resource Manuals, see ED 036 568-036 573. (RJ)

MEDIA AND PREJUDICE

ED041983

A UNIPAC

For the Teacher



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Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

ED041983

WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

The Unipac Materials Were Developed During
An In-Service Training Program
Which Focused on Assisting Educators of
School District 65 to
Develop Some Common Understandings About
Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

Laval S. Wilson
Project Director

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"Media and Prejudice"

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INTRODUCTION OF UNIPAC MATERIALS

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the 1968 Summer Integration Institute focus on furthering understandings about one of the sub-ideas included in the Teacher and Student Resource Manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The Unipac you are now reading includes both sections. Each youngster, though, will receive just the student section. The teacher section provides her with the necessary information to help each child work independently with his Unipac. In contrast, the student section is a self teaching unit for him.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some eighth grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, second or third grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As you implement the use of the Unipac materials, the representative(s) from your building should be invaluable as a resource. Although each Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

The Relationship Between the Unipac and Other Institute Materials

The film shorts and teacher manuals developed during the Institute are geared to furthering the understandings of teachers or other adults about crucial integration issues.* Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. <u>These are geared to self instruction, depending upon the maturity of the student</u>.

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* A complete description of all the materials developed during the Summer Institute and the rationale for their use may be found in the Introduction to Materials section of each Teacher and Student Resource Manual.

Specific Suggestions for Using Unipacs

1. The Unipacs which were written to accompany a particular Teacher and Student Resource Manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
2. The second teacher in-service training meeting of each month has been scheduled for the purpose of helping the teacher to implement the use of the Unipacs which go with a particular crucial issue. This meeting should be used for small group discussions, department discussions, or subject area discussions to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the Unipac materials.
4. Determine whether the student has the necessary reading and conceptual skills to undertake this Unipac.
5. Give Student Unipac to youngster.
6. Assist him in understanding the pre-test and scoring procedures.
7. Even if the youngster demonstrates good understandings on the pre-tests, it might be helpful to allow him to undertake the Unipac.
8. Encourage independence in utilizing Unipac but be sensitive to the possible difficulties and needs of the student.

9. Have equipment and other needed materials available.
10. Give post-test when youngster has completed Unipac.
11. Provide the opportunity on an ongoing basis for the crucial issue to be an important aspect of the classroom learning of each student.

Concluding Remarks

The utilization of the material in a meaningful way will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that the use of this material in your classroom will be a rewarding experience for you and all of your youngsters.

SECTION I

TEACHER PACKET

IDENTIFICATION PAGE

TITLE:	"Media and Prejudice"
PRODUCER:	Ellen Hennessy
SUBJECT:	Social Studies
PERFORMANCE LEVEL:	Intermediate
PURPOSE:	We are not born with prejudices; we learn them through various media as we grow up. The purpose of this Unipac is to reduce prejudice between blacks and whites.
CONSULTANT:	Bobbie Deering
PROJECT COORDINATOR:	Annette Grubman

INSTRUCTIONS TO TEACHER

I. Instructional Approach: factual presentation; individual and independent study.

II. Identification of Learners: student should be attending an integrated school

III. Special Instructions:

A. Equipment needed: none

B. Materials needed: magazines

C. Media needed: none

D. Facilities needed: none

IV. Follow-up Instructions:

A. Suggested quest opportunities

B. Materials needed for the quest

C. Suggested subsequent Unipacs

PRE-TEST KEY

1. no
2. yes
3. no
4. no
5. no
6. yes
7. no
8. no
9. no
10. no

POST-TEST KEY

The following statements should be underlined:

1, 3, 4, 6, 7, 9, 11, 12.

POST-TEST

Read the list of statements below. Underline the ones which are prejudices that may be formed when black people are not included in magazine ads and television commercials.

1. No black people are important enough to have parts.
2. Some black people and some white people use the same toothpaste.
3. No black people are good actors.
4. Black people do not want to be actors.
5. Many black people and many white people like the same products.
6. Only white people use the products seen in the ads.
7. White people are better than black people.
8. Blacks are better actors than whites.
9. Only white people watch T.V. and read magazines.
10. Some black people and some white people eat the same foods.
11. Only white people can afford to buy the products seen in the ads.
12. Black people are not smart enough to learn the parts for T.V. commercials.

SECTION II

STUDENT UNIPAC

To the Student:

This is a set of materials that you may be able to complete without the help of your teacher. The materials explain what you are to do and how you are to complete the lesson.

If you find it difficult to complete the lesson by yourself, ask your teacher to help you.

PRE-TEST

Think about the magazine ads and television commercials you have seen. Then read each statement below. Write "yes" after each statement that is correct. Write "no" after each statement that is not correct.

1. More black people than white people are seen. _____
2. More white people than black people are seen. _____
3. The same number of black people as white people are seen. _____
4. Black people are not pretty enough to be used in advertisements. _____
5. White people are the best actors. _____
6. You can learn about black people when you see them on T.V. _____
7. When an ad includes only white people that means the product is for white people only. _____
8. When an ad includes only black people that means the product is for black people only. _____
9. Because white people are better than black people, you see them more often in ads. _____
10. When a group of people are not seen in ads, that means they are not very important people. _____

Do you think your answers are your final choices? Yes? Than ask your teacher to check your answers. You will <u>not</u> get a grade on this test -- it is simply to see if you need to do tne activities in this Unipac.

MEDIA AND PREJUDICE

MAIN IDEA: We are not born with prejudices; we learn them through various media as we grow up.

Sub-Idea: Some prejudices can be formed when T.V. commercials and magazine ads do not include black people.

Behavioral Objective:

From a given list of twelve statements you should be able to pick out six prejudices that can be built when black people are not included in magazine ads or television commercials.

LEARNING ACTIVITIES

1. Watch three television commercials with only white people. Tell in writing how you would have felt had the characters been all black instead of all white.

2. After making arrangements with your teacher, get together with three or four of your classmates and talk about the feelings you get about black people when you see all white programs.

3. Write one short T.V. commercial. With a few of your classmates, present it to your class three times. The first time use only black children. The second time use only white children. Use both black and white children the third time. You will have to plan with your teacher a time to choose characters and a place to practice.

   After you have presented your commercial, have your classmates write answers to the following questions. Tell them not to put their names on the papers.

   1) How did you feel when there was an all black cast?

   2) How did you feel when there was an all white cast?

   3) How did you feel when the cast had both black and white characters?

   4) Pretend that your commercial was going to be seen by all of the people in your city.

      a) Would the white people want to buy the product if they saw the first performance?

      b) Would the black people want to buy the product if they saw the second performance?

      c) Who might want to buy the product after seeing the third commercial? Why?

   5) Which do you think was the best? Why?

Put all of the answers that are alike together. Make a list of all of the different answers you receive. When you get a chance, talk about the different answers with your classmates.

LEARNING ACTIVITIES (continued)

Some of the answers you may have received in Exercise 3 are the following:

1) Your product was for black people only.
   Only black people want your product.
   Only black people can use that product.
   Black people are the best actors.

2) Your product was for white people only.
   Only white people want your product.
   Only white people can use your product.
   White people are the best actors.

3) Your product was for both blacks and whites.
   Both groups want your product.
   Both blacks and whites can use your product.
   Both black and white people can be actors.

4) a) no
   b) no
   c) blacks and whites, because both groups were included in the commercial

5) Three -- neither blacks nor whites were left out.

LEARNING ACTIVITIES (continued)

4. Make a collection of magazine advertisements. Include some with just white people, some with just black people, and some with both black and white people.

   Then write the answers to the following questions:

   1) When you see ads that include only white people, do you feel that those products are just for white people?

   2) When you see ads with only black people, do you feel that those products are just for black people?

   3) Tell which magazine ads you felt were the best and why.

   4) Which magazines include black people in their ads? Do you think that this is good or bad? Tell why.

   5) Which magazines do not include black people in their ads? Why do you suppose they do not include them?

. . . . . .

Answers to Exercise 4:

1) Yes, although most of the time the makers of the ads do not want you to feel this way.

2) Same as #1.

3) The ads which include both blacks and whites are the best. Black people need to know that the products are meant for them as well as for white people. Neither black people nor white people should be left out because of the color of their skin.

4) Good -- prejudice is shown when black people are not included.

5) Some do not want to treat black people fairly.
   Some are afraid they won't sell magazines to white people if they include blacks.
   Some do not think it makes any difference whether they include blacks or not.

. . . . . .

5. On a piece of tagboard or a large sheet of manila paper draw an advertisement for your favorite toy, food, or other product.

SELF-EVALUATION

A. Look through some magazines and find some advertisements which you think may lead to prejudice. Tell why.

B. Find some ads which would not lead to prejudice. Tell why.

SELF-EVALUATION -- ANSWERS

A. Some possible reasons:

1. Only white people are shown in the ads, so you may think that whites are better than blacks.
2. You may think that the products are only for white people.
3. You may think that black people do not want to be in ads; that they are not good enough, or pretty enough to be in the ads.
4. You may think that black people do not read magazines.
5. You may think that black people cannot afford to buy the product.

B. 1. The ad appeals to the general public without specific content about one group.

2. The ad uses multi-ethnic pictures.

. . . . . .

When you are ready to take your Post-Test (final test), see your teacher. If you missed more than one answer on your self-evaluation, well . . . maybe you should review this Unipac. Did you make 100% on your self-evaluation? If so, you're an expert, and definitely ready to

TAKE EXAMINATION NOW.

QUEST

1. You may wish to write a letter to a magazine or television station. Tell them you feel that it is important for them to include people of all races in their ads. Give a copy of this letter to your teacher.

2. Take a trip to a local television studio. Observe or ask questions about the number of black actors and the number of white actors. Report to your class the information you learned.

UNIPAC EVALUATION

DO NOT SIGN YOUR NAME.

Please complete this questionnaire.
When you have completed this form,
give it to your teacher.

I. Place a check mark in front of the appropriate lines below.

1. I think this Unipac is

great (boss, supercalifragilisticexpialidocious)

O.K. (liked it)

terrible (didn't like it)

2. This Unipac is

the correct length	fun
too short	exciting
too long	boring

II. Please fill in the blanks.

1. This (is/is not) _____ my first Unipac.
2. I (would/would not) _____ like another Unipac.
3. I think this Unipac could be improved by _____

_____

_____

_____

_____

Thank you